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EDMUND J. JAMB

REPORT OF THE PRESIDENT

OF

GIRARD COLLEGE

TO

THE BOARD OF DIRECTORS
OF CITY TRUSTS

DECEMBER 31, 1911

UNIVERSITY OF ILLINOIS
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PRESIDENT'S OFFICE

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EDMUND J. JAMES

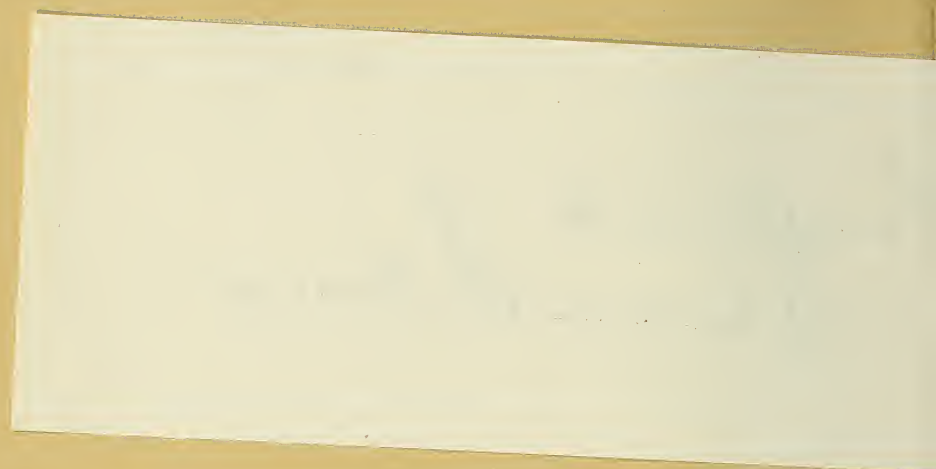
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*Compliments of
Cheesman A. Herriek*

THE BOARD OF DIRECTORS
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GIRARD COLLEGE.

PRESIDENT'S REPORT FOR 1911.

GIRARD COLLEGE, December 31st, 1911.

To the Board of Directors of City Trusts:—

GENTLEMEN:—As we stand on the line of division between two calendar years and attempt a review of the progress of the year which has closed and a forecast of the work which we may undertake in the year to come, we would do well to regard a truth enunciated by Plato in treating of government, "Only that State is healthy and can thrive which unceasingly endeavors to improve the individuals who constitute it." I trust the time may never come when those responsible for the administration of Girard College will be entirely satisfied with the results accomplished. The Girard College of the past has a worthy history of notable achievement. The year just concluded is, we dare to believe, one characterized by progressive policies. But I am sure that no member of your Board as no member of the Executive Staff of Girard College, would be content to guide our action in the future by the policies of the past year or the achievements of the College during the sixty-three years of its existence.

In my first annual report submitted to your honorable Board, an attempt was made to take a survey of the College in all of its interests and to set forth in the large, pieces of work which, in the judgment of the President, should ultimately be undertaken. After the report was made public a thoughtful Girard alumnus expressed the opinion that if in twenty years such a program as was laid down in that report were carried out, we might feel that the accomplishment would be worth while. My task in the report for the present year is quite different in character. In the

improvement of the equipment for the College and in change of policy in the institution, much more has been accomplished in 1911 than was accomplished in 1910. As a consequence, the review and statement of work completed will here claim a larger place than they claimed in the report for 1910. Having set forth numerous and rather far-reaching pieces of constructive work in the former report, I shall in this connection amplify but two or three of these suggestions, selecting those of which we seem to be in the most immediate need.

BUILDING CHANGES.

In the President's report for 1910 the statement was made that it would be the part of wisdom for your honorable Board to proceed with the matter of putting the buildings we already have in good condition before entering on extensive new building operations. It is gratifying to record that marked progress has been made in the betterment of our buildings and equipment during the year 1911.

The first and most important of the building changes has been the raising of the roofs of Buildings 2, 3 and 4. The third floor dormitories of these buildings, as constructed, were with low ceilings and limited light and ventilation, and the air space per pupil was only about half as much as is generally recognized as sufficient. At the outset, one of the very troublesome matters with which we were confronted, was to devise the means of remedying the difficulties in these buildings.

Without disturbing the old cornice, a new wall about four feet in height was laid on top of it and a new roof put on this wall, all without changing the gables of the old buildings. New windows were also opened at the ends of the buildings. The lines of the old buildings were preserved and the additions harmonized in relation to them so that the result of the alterations has not impaired the architectural effect of the structures.

From being the least desirable dormitories in Girard College, those in the third floors of these three buildings have been made into the most attractive. Interior changes,

such as the discontinuance of the halls and the rearrangement of the floor space, have given sufficient air capacity and plenty of light and ventilation. Other changes in these buildings have provided bath and toilet accommodations for the officers, and toilet accommodations for the boys. The buildings have been rewired and relighted throughout, Tungsten electric lights being introduced. The heating has been changed in Building Number 4 from a direct to a vacuum system.

Buildings 3 and 4 have had introduced new enclosed tower stairs, thus guarding against a calamity in case a fire ever should occur. As originally constructed, these buildings had only open stairways, and in case of fire serious consequences might have resulted. We have now the added safety of a smoke-proof tower, leading from the ground floor to the top of the building and connected with the corridors on the second and third floors.

The next most important building change of the year was the introduction of a modern sanitary type of lavatories and baths into Buildings 4, 8 and 9. The changes in the basements of these buildings have been very extensive. The old pools are now entirely done away with and a modern shower bath equipment takes their places. Unquestionably, the pools were not sanitary and the difficulties of filling and draining them and heating the water, &c., were so great as to present obstacles of marked difficulty in our work. By means of our shower baths, boys may be permitted to bathe more frequently and under better conditions.

The lavatories introduced into the three buildings make a total of over seven hundred porcelain wash basins installed, each with hot and cold water connections. The installation is of porcelain, iron and sheet-metal throughout. This equipment is not only in advance of anything heretofore in use at Girard College, but I believe it to be the most modern and up-to-date equipment which has ever been put in by any institution in America.

The basements of the buildings mentioned have been lined with tile and supplied throughout with concrete floors.

The coved ceilings and washboards make the rooms easily cleaned and the whole effect of this alteration is most marked.

Extensive changes have been made in Building Number 6 by cutting off from the Infirmary the round ward on the first floor and making it into a dental clinic. This has been fitted up into very complete and impressive work-rooms with the provision for three dental chairs, a waiting-room and a mechanical laboratory. Other changes have been made in the Infirmary by the introduction of new lavatories and the alteration of the solariums.

The kitchens have been altered in Buildings 7 and 8, by the introduction of hoods for ventilation and a forced draft by means of a fan. In Number 8 the grease traps heretofore existing in open boxes under the sinks in the dining-room have been removed and are now located on the north side of the basement out of doors.

A very important change was made in the introduction of linoleum as a floor covering of the section rooms, in Building Number 9. This was put in as an experiment and it has proved most satisfactory. The linoleum is noiseless and sanitary and adds to the finish of the rooms. The section rooms with a floor covering seem less bare and more homelike than before. And I would recommend that this policy be continued in 1912, by similarly covering the floors of the section rooms of Buildings 7 and 8.

Extensive changes have been made at the West Gate; also in the laying of strips of granolithic walk about the north and west playgrounds, and in putting in use improved toilet accommodations along the north wall east of the laundry, and at the west end of the playgrounds near the greenhouse. In connection with the latter there have been built two dressing-rooms and a shower bath for the use of visiting athletic teams.

Perhaps the most far-reaching change of the year is in the erection of an additional unit to Building Number 7, as suggested in the President's report for 1910. There was a strip of ground west of this building from which we were realizing little direct return. This has been brought into use by the addition, which will provide school rooms,

dormitories and other necessities for two groups of boys. This contract is now nearing completion and we are looking forward with high hopes to the changes which may be introduced in our management of the smaller boys when these additional accommodations are available.

The building changes already made are extensive and far-reaching, and they have also proved costly, but they will go far toward putting our working equipment in good shape. I would suggest, in addition, that during the forthcoming summer the paint on the woodwork of Buildings Numbers 2, 3 and 4 be burned and scraped off and that these buildings be given a different treatment. They were originally painted in white, but this was when the College was a country establishment and white was not so objectionable as at present, when soot and dirt make it quite impossible to keep white paint clean. Successive layers of this paint have been put on the woodwork of these buildings until the surfaces are uneven, and it is a problem how they can best be treated. I see no other way than to remove the old paint, and I would suggest that the woodwork then be given a filler or stain of some dark color, preferably preserving as nearly as possible the color of the wood, and that the surface then be varnished. With this treatment of the woodwork and paint of some medium color on the walls, I feel sure that these buildings can be kept in much more attractive and homelike condition than heretofore.

THE COTTAGE SYSTEM.

Attention is respectfully called to the suggestion in my report for 1910, looking to the establishment of four families of older boys in the four parts of Building Number 1. This building is at present occupied by the families of the President, Vice-President and Supervising Prefect, and three teachers and several domestic employees. It is cut by cross walls into four separate houses, each of which has provision for a complete domestic establishment, with a kitchen, dining-room, sitting-room and sleeping-rooms. The rooms are large and would lend themselves to the housing of from

twenty to twenty-five boys in each division. A great service would in my judgment be rendered to the Girard College boys if, for some of the time they live in the institution, they could live in family groups under conditions where they would be required to adapt themselves to the customs of social life.

Beyond question, if Girard College were to be built to-day it would be planned not for the congregate method of administration which we must now adopt for the institution as a whole, but with cottages and similar buildings so that groups could live as families. The most damaging effects of an institution could thus be avoided, and while it is not possible now to adopt the cottage system of organization for the whole institution, it will be possible to apply it in a modified form to the smaller boys in the Building Number 7, and with tolerable completeness to the older boys for their last year or year and a half in the institution, provided the change here suggested were adopted.

I urge as the next building operation in Girard College, houses for the President and Vice-President. These, with certain interior changes which could be effected, would care for the present occupants of Building Number 1 and would enable us to begin remodeling this building for the purpose mentioned. First of all this building should have its roof raised as has been done with Buildings 2, 3 and 4. There would also be some interior changes necessary. New bath-rooms and some redistribution of the floor space on the third floor would be desirable, but these changes would not prove extensive or costly, and it is peculiarly fortunate that Building Number 1 was originally constructed to serve as residences for the officers of the College, because the family unit which it was sought to secure for the officers is now what we very much need for the older boys.

At the east of the present Building Number 1 is a considerable plot of ground from which we are deriving very little return, and this would appear to be a suitable place on which to build the new houses above mentioned. I very much hope that your honorable Board will consider the building of these houses during the forthcoming season,

so that the necessary alterations may be made in Building Number 1 and thus allow the beginning of an experiment with a family plan of organization.

HIGH SCHOOL BUILDING.

The next most pressing of our building needs is, in my judgment, the erection of a suitable building in which our high school may be housed. This building may be provided with a gymnasium, an indoor swimming pool and an assembly hall large enough to accommodate a considerable audience.

The Main Building of Girard College is an architectural monument and stands as a memorial to the Founder. We should not complain against this building or the way in which it was planned, as it can serve useful ends as a place for the tomb and the personal belongings of Stephen Girard and for other purposes. Practically all of the Main Building may well be given over to memorials, museum, &c. We need additional space for our library, also for the natural history museum. A separate large room might, it appears to me, very properly be set aside for the statue and sarcophagus of the Founder, thus affording a more impressive treatment of Stephen Girard than he has been accorded heretofore.

There is also frequent demand for club rooms and various meeting rooms for groups of older boys, who have been organized by the teachers of our high school department who give much time to the out-of-school activities of the boys. At present we have no adequate and suitable places where such meetings can be held. Thus it is seen that we have ample demand for all the space of the present Main Building without using it for instruction purposes. The Building would lend itself to these uses admirably.

On the other hand, the Main Building is not and never was suitable for school purposes. Its vaulted ceilings convert some of the rooms into veritable whispering galleries, making discussions, recitations and lectures almost impossible. The absence of windows in the ends of the Building, and overhanging porticoes preclude adequate light. The

ventilation is also insufficient for school uses. The Building, however well it might be adapted for the purposes suggested above, is not well designed as a place in which to carry on school. For these reasons I trust the suggestions made in my report for 1910, that we should proceed with the planning and erecting of a High School Building may receive the early and favorable consideration of the Board. As suggested, this building could be placed on the site occupied by the greenhouse just east of the Chapel and could be so planned as to furnish on the side nearest to the Lodge adequate space for the executive officers of the institution. The space now occupied by the officers in Building Number 5 might well be used by additional groups of boys, thus making it possible to reduce the numbers in the sections from seventy to fifty.

We should be the gainers in every way from having the type of school building above suggested. At the west end of the grounds is ample space to which the greenhouse might well be moved and all the changes here suggested can be carried out without encroaching at all on the present playground space or taking from the boys of the College in any way whatsoever ground they now occupy.

SCHOOL CHANGES.

The most important change in the schools of the Girard College during 1911 was the introduction of a system of closer supervision over the elementary schools. Mr. Harold Barnes began in September the duties of principal of our elementary schools and he has brought into that department of our work a new spirit, which has evidenced itself in improved methods of instruction and changes in methods of discipline, which have meant much in the way of progress. Mr. Barnes, in addition to having had a collegiate education, had taken studies in psychology at Clark University and special work in school administration at Teachers' College, New York City. He had also enjoyed for several years the advantage of experience as supervisor of systems of schools. And in a quiet but very effective way he has gone forward in the

introduction of changes and realignment of the work of the schools in the College. A principal's office has been fitted up in the hall on the second floor of Building Number 10, thus placing the principal in close contact with the larger division of the elementary school, and it has made supervision much more effective than it has been or possibly could have been in the attempt to control from the Building Number 5.

An important gain was made during the year by which was secured two additional class-rooms. The large room formerly used by the Steward's department as a store-room on the first floor of Building Number 5 was vacated by transferring the stores to the basements of Buildings Numbers 8 and 5. The room above mentioned was divided into three rooms, two of which were assigned for class-rooms. Two classes have been transferred to these rooms from the first floor of Building Number 10, and two classes were brought from the Main Building to Building Number 10, thus giving added space in the Main Building for the enlargement and better organization of the upper school.

Professor James N. Walker, who had been for upwards of eighteen years the head teacher of English and history, was compelled from failing health to relinquish his duties early in 1911. The work in history in the College had already been taken over by the appointment of a professor of history in 1910, and the work in English was provided for by the appointment of Professor George C. Foust. Professor Foust came to us from the position of assistant in English at the University of Pennsylvania. He is a graduate of the University and has been broadly trained in the classics, philology and numerous branches of literature, having pursued courses in the graduate schools of the University of Pennsylvania and at Johns Hopkins University. He had also had approved experience in teaching before coming to us, and he has made a good beginning. The casual remark of a boy concerning Professor Foust's work was, I consider, the highest tribute which could be paid to him, which remark was, "I did not know that English could be so interesting." We have increased very largely the time given to English,

and in addition to reading quite extensively for the cultivation of good taste in English literature, much attention is given to such fundamental and practical matters as spelling and composition writing.

During the year the position of relieving teacher in the fourth school was discontinued. The diversity of specialized work in the numerous subjects of study in a high school and the need for technical instruction made it quite impossible for one person to discharge the duties of relieving teacher. Furthermore, it was found by experience that there was far less of illness on the part of the teachers in the fourth school than of the teachers of the other forms, and therefore there was less necessity for supplying vacancies due to illness, and after due consideration it seemed wise to discontinue this branch of work. Professor A. Davis Jackson, who had given the College several years of faithful service, retired with the close of the academic year ending June 30th. He went at once to a responsible post in the Bureau of Professional Education as a branch of the State Department of Public Instruction.

I express again my appreciation for the services of the relieving teachers in the elementary schools. The length of hours and character of service make heavy demands on our teachers. In the absence of teachers from time to time it is very desirable to have available experienced teachers to take charge of the classes where such absences occur, so that serious loss will not result to the pupils. With the coming of a principal in our elementary schools, the relieving teachers, the teachers of special subjects and of the special class have been of great service in helping to organize and co-ordinate the work under his supervision.

I have words of special commendation for the teacher of the special class who has aided in the testing of the normalities or abnormalities of the boys of the College, and who has examined boys carefully on their application for admission to determine their mental capabilities. He has also with success managed certain refractory and troublesome pupils, both from the elementary and advanced departments. There is continued evidence that the arrangement of a special

class is far better for the College than the former methods of discipline to which recourse was necessary.

A teachers' examination was completed and the results announced early in January, 1911. From a total of twenty-six who were in attendance, six only sustained themselves in the examination and in the teaching test so that they secured an average of seventy or above on a scale of one hundred. All six of these applicants were appointed during the year 1911, and an early further examination will be necessary. It is our belief that a teaching demonstration coupled with a written test is fair to the candidate and to ourselves.

Important changes have been made in the year 1911 in the organization of the Fourth School and in the re-assignment of time to the different branches of study pursued in that department. The most notable changes are in the giving of added time and opportunities for study of English and history and the development and enlargement of the department of commercial studies. Beginning with September, 1911, the boys reaching next to the highest year are assigned for their special branch of instruction, either to the mechanical school or to the commercial department. This gives the possibility of two full years of specialized work with more time and less divided interest than heretofore. By the time a boy has reached the usual third year of a high school course he begins to have definite prospects as to his future career, and if he has shown aptitude for mechanical pursuits, he should be furnished the opportunity to specialize in the trade school and be given some efficiency in working with his hands. If, on the other hand, his inclinations seem to be for clerical work or some branch of commercial activity, he should be given sufficient time to perfect himself in these lines. Our new arrangement makes such a specialization possible.

The faculty of the fourth school was unanimous in a recommendation during the year that the minimum passing average in the several departments be made six on a scale of ten, instead of five as heretofore. This arrangement has been in effect for a single term and I believe it is contributing to raising the standard for the fourth school.

Our principal of elementary schools began his duties at the College by making a careful study of the school progress of all the boys in the institution, and I am frank to say that the results of this study evidenced a condition that was disconcerting. Four hundred and seventy-two boys were shown to be repeating the grade of work which they should have completed the previous term. In other words, they were going over the same work because of failure. The percentage of failures in some of the school classes was as high as sixty. This examination showed further that there was in the College a total of three hundred and sixteen boys to whom graduation was impossible and to whom the door of opportunity in the Girard College would seem to be closed. They were simply holding on with little interest, waiting for the time to arrive when, under our rules, they would go out of the institution. In certain of the grades the percentage of those who could not graduate was as high as fifty. And with this fact known, we set ourselves the task of learning the cause of retardation in Girard College, and if possible of removing that cause.

First it was quite evident that promotion had been retarded by the desire to make school classes and house sections correspond: in other words, the tendency in an institution with as many boys as we have to manage was to simplify the machinery of administration by requiring the house organization to come to the school-room intact, and as long as this arrangement was in effect only as many boys could be promoted from a given school class as there were vacancies in the next higher house section. This method strictly carried out made dormitory rooms the basis of promotion.

For one year and a half we have been breaking away from this correspondence of school classes and house sections, and during the past term all attempt to keep up such a correspondence has been forsaken. The assembly at morning chapel has been made the time of change from the house unit to the school unit. The boys sit at morning chapel as school classes and are dismissed as school classes. This has completely removed that limitation on promotion, and

now we have the condition in which a house section may have in it boys belonging to several school classes and in which a boy may be assigned for living conditions in Building Number 9 and have school in Building Number 7 or *vice versa*.

A study of the curriculum in effect evidenced that we were expecting too much of the boys in the College and were requiring them to repeat work which was too difficult to accomplish in a single term. The former system of graduation was modified and some fundamental changes made in the curriculum which has given it a greater flexibility and has tended to have the curriculum adapted to the pupils instead of the pupils adapted to the curriculum. The principal of our elementary schools has placed a strong emphasis on success instead of on failure, and has worked out a system by which the "failure book" of the College has been discontinued.

After reconsidering the matter we were able to secure, on October 1st, the advance of over two hundred boys, distributed from the third school down. I have many evidences that this action gave an outlook to the schools, that could scarcely have been secured in any other way. We have removed the barriers by which many felt that their own efforts were limited in the matter of their school progress.

I regret to report the death of Mr. Walter F. Van Horn on November 7th. He had served as accompanist for the chorus and at the week-day chapel services. Professor Thomas a'Becket, who has long been in the service of Girard College as organist, was induced to accept the duties of accompanist to the chorus and to preside at the organ at the chapel services on three days in the week. I regard the appointment of Professor a'Becket as a movement in the right direction, as it leads to the centering and unifying of our musical work. There will, I believe, be a gain in having the music instruction and leadership in the fewest possible hands, so that the work may be systematized and close supervision exercised over it. One branch of musical work can thus be made to contribute to the success of another branch.

BATTALION AND BAND.

Captain Howard C. Price, who had been assigned to Girard College as a detail from the War Department as Professor of Military Science and Tactics and Commandant of Cadets, was at his own request relieved from duty by the Secretary of War on July 1st, 1911.

The removal of the military detail after a term of one year and five months, with a notice from the War Department of a changed order affecting the assignment of a military detail in the future, served to raise the question whether it would not be to the advantage of Girard College to organize military instruction on an independent basis and make it a branch of our own work, having no official relations with the War Department. Such action involved considerable additional expense, but it seemed to promise stability, known conditions, and a control over this department which are very desirable, and after due examination of all the elements in the case action has been taken withdrawing the institution from military instruction under the supervision of the War Department.

After careful consideration the selection of a new Professor of Military Science and Tactics was made in the person of Major Robert M. Brookfield, a graduate of West Point and a man active in the National Guard of Pennsylvania. Major Brookfield's training at West Point, his demonstrated efficiency as a soldier in the Spanish-American War, his identification with the National Guard in the Inspector General's Department, as well as his personal qualifications and his capacity as a teacher, all commended him as a man well able to take command of our battalion and put it on a thoroughly efficient basis. I look for a stability and continuity in the department of military science and tactics which we would hardly expect to have from the frequent changes which attended the assignments from the War Department.

In reporting the above-mentioned change it is interesting to recall the conditions under which military instruction was introduced at Girard College. The battalion was begun in 1869, under the command of Major Henry Oliver, a Prefect, who had served in the Civil War. With the growth of

interest in the battalion it was necessary to have the services of a Commandant who could give more time than was possible for a Prefect, and in 1874 Major Oliver, as Supervising Prefect, was made Commandant. The next year he was succeeded by Captain (later Major) John W. Ryan, with the title "Instructor of Military Tactics and Commander of the Battalion of Cadets." Major Ryan died in 1886 and was succeeded in office by Colonel Joseph R. C. Ward, who continued in command until 1893 when the arrangement was entered into with the War Department.

In 1893 the first detail was made from the War Department and, except for an interval of two years during the Spanish-American War, this arrangement continued until 1911. In the absence of a detail from the regular army during the Spanish-American War the battalion was in charge of Mr. George D. Rise. The need for officers in the regular army is such that an officer with the rank of lieutenant was contemplated for Girard College. Later a decision was reached by the War Department that an officer on the retired list would be sent to us. It is interesting to note that by our recent change we have the battalion on the same plan of organization it had when it originated and during the larger part of its existence.

The former instructor of the band relinquished his position on September 1st, 1911, and the work has been reorganized and much enlarged. A chief of band instruction has been appointed in the person of Mr. C. Stanley Mackey, who began his musical career in the Girard College band, he having left the institution in 1896. Mr. Mackey has been identified with many musical organizations, among others with the famous Sousa Band and for some years he has been the leader of the Philadelphia Band, giving concerts on the plaza at the City Hall and in Fairmount Park. He has also played with the Philadelphia Orchestra for several seasons and served as librarian of the Orchestra.

With Mr. Mackey's appointment, there was the adoption of a new policy for band instruction; he was given an assistant to train the beginners and fifty new instruments were secured with the view of enlarging very much the practice

squad, from which the band will be recruited, and the band itself. Mr. H. R. Anders was appointed as teacher for the beginners and, although the new organization has been in effect but a few months, marked progress has been made. It is the intention of Mr. Mackey to build up a band of fifty pieces and a bugle and drum corps of twenty pieces; in order to maintain such organizations it will be necessary to have at least one hundred boys in the major organization and the practicing squads.

EXCURSIONS OF PUPILS.

We have now tolerably well worked out a series of excursions and field visits for the pupils. Three important historical excursions are made for the boys in the three upper years of the College. Those in the highest classes went in January last for a three days' trip to Washington. It was their privilege to meet the President of the United States, the Speaker of the House of Representatives and many other persons prominent in public life. They saw the operations of our Congress, visited the Supreme Court and secured some idea of the workings of several of the executive departments. They also visited Mount Vernon and Arlington, and saw numerous other places of interest in and about the city of Washington. Mention will be made elsewhere of the prizes established by Mr. John Humphreys, a graduate of the College in 1881, who gave in 1911 and will continue to give regularly hereafter for the trip to Washington, three prizes: one of ten dollars, one of five, and another of two and one-half dollars, for the first, second and third best accounts of the trip.

The boys of the next to the last year in the College were taken in October for a two days' trip to Harrisburg and Gettysburg. At Harrisburg they visited the State Capitol and received some insight into the organization and administration of the departments of the State Government. At Gettysburg they covered with some thoroughness the plans of the fight on the different days, and went over the field.

The boys of the lowest year visited in January the encampment at Valley Forge, giving to this trip only one day. Winter is chosen for the Valley Forge visit in order to give as accurate an idea as possible of the conditions of Washington's encampment there.

We have thus planned for our historical excursions three main trips: one of three days for the boys of the last year, one of two days for the boys of the year below and one of one day for those a year further below. These trips are carefully planned in connection with the instruction in the College classes; lectures are given both preparatory to and following the trips, and the boys write out in the form of compositions their observations on the trips. Other single-day trips are taken in connection with the study of government, and industrial processes. The interest in these excursions has been well sustained and they have already become important features of the life of a boy at Girard College.

The suggestion has been made by the Professor of Military Science and Tactics that the commissioned officers of the Battalion of Cadets visit West Point in June and make observations of the Military Academy and its workings. We may find other good uses to which the idea of excursions and field visits may be applied. Such excursions and visits will go a long way toward removing the disability under which a Girard College boy lies from the fact that he grows up in an institution and is so limited in contact with the outside world. Observations on such a trip as that to Gettysburg or to Washington convinces one of the value of these excursions for our boys in teaching them something of life in the outside world and the proper adjustment of themselves to the traveling public.

DISCIPLINE.

The work of the College has continued during the year without any disturbance due to vicious and evil outbreaks in the conduct of our boys. There has been a gratifying decrease in the cases of boys for whom chastisement was

necessary; we have also very largely reduced the demerit marks, and the slight punishment which they entail. I attribute our changes in these particulars to three facts: First, to the extension of the privileges of the College which are given for good conduct; and in a sense this is exactly what is done in homes and schools everywhere. Secondly, our increasing of the normal healthy interest of the boys in such activities as athletic sports, plays, entertainments, club meetings, &c., in which the boys participate, and the numerous historical excursions, trips, &c. Such interests and activities furnish a sort of safety valve for the exuberant spirits of youths, and if we could give enough of these interests fully to occupy the time and thought of our boys, matters of discipline would largely take care of themselves. The third of the changes which have lessened our need for chastisement is greater flexibility of grading and more inducement for boys to apply themselves in school; in other words, we are encouraging boys to be studious by holding before them more opportunities of advancement, and there has been far less of "mulishness" on the part of the boys than in the year preceding. If a boy becomes interested in his own progress and wants to accomplish it, there is less necessity for chastising him in order to get him to study and do his school work.

I regret to report that two boys during the year seemed clearly to come under the provisions of the Girard will for exclusion, they, by their conduct, evidencing that they were not fit companions for the other boys, and mild measures of reformation not having proved effective, they were expelled from the institution. Due notice was given at the beginning of the year of the action taken by the Board, that hereafter if it were necessary to expel a boy from the College, announcement of his expulsion should be made to the whole institution at a general assembly. I trust that such a course may help to deter boys from entering on a course of conduct which would lead to their expulsion.

An important effect on our discipline is, I believe, the continuance of military drill. In 1877 William Welsh, as President of the Board of Directors, pointed out the

value of military drill on discipline in the following pertinent statement: "The discipline of the College is good, and it is, no doubt, aided by the thorough military drill of a Cadet Corps, comprising most of the older boys." The lessons of recognition of authority and strict obedience, which is a part of military instruction and drill, has a very decided good effect on the spirit of the College.

The system of monitor service, with a feeling of responsibility for the discipline of the place by the older boys, has a wholesome effect both upon the older boys themselves and the others. We are to an increasing extent making use of the principle which is so conspicuous in the management of the great public schools in England of making boys in the upper forms feel a responsibility for the good order of the institution.

Of course, there are boys who are fretful and restive under the system at Girard College and this is not at all out of the ordinary. As Dr. G. Stanley Hall has said in his remarkable book on Adolescence, "Something is amiss with the boy ten years old and upwards who is always well behaved, good, studious, thoughtful, altruistic, &c." I have learned both from a large association with boys in schools and from the boys of my own family not to be too greatly disturbed by symptoms of evil conduct and a desire for excitement. These are simply an evidence of one stage in a boy's development, and we have now in Girard College and doing creditably, boys who eighteen months ago, judged by a single act, would have been at once sent out of the institution. I crave nothing more earnestly, both for myself and my associates, than the insight to see the good in boys and the patience to work with them and nurture and develop their better natures.

After repeated outbreaks of a boy against order and his refusal to settle down, it is a mistake to keep him in the College. Our Department of Admission and Discharge has rendered a very useful service in finding employment for certain boys from fifteen to seventeen years of age, who were very desirous of going out and beginning work in the world. These boys have been followed up and steadied

and I believe that in nearly every case they have been transferred from the life of the College to the life in the outside world without damage to their characters or injury to society. The first couple of years after a boy leaves us is the crucial time of his life. If he can be settled in an honorable employment and made to earn his living, the probabilities are that he will make a useful and honorable member of society. If he goes out to a life of idleness and dependence there is grave danger that he will contribute to the class of incompetents or vicious.

We have, I believe, been less troubled with boys running away during the past year than heretofore, due in part to the extension of the privilege of going outside the College. Certain boys have shown an unwillingness to stay in the institution and have left us from time to time. As one identified with another institution remarked some time ago, "Some boys would run away from Heaven if they were compelled to stay there." We have, however, cured several boys of their propensity to run away and they are with us leading a quiet and uneventful existence in the daily routine of the College life.

It has been the constant effort of the present executive staff of the College to have in the minds of the boys, the feeling that their own rights and privileges are duly regarded. If a boy feels that he is having a "square deal" even though he must take punishment or have privileges withheld, he is a good soldier and takes what is coming to him. I have much appreciated the remarks of boys again and again to the effect that they have been "treated white," or "have received a square deal," or the treatment was "decent," &c. Much of the time of the President of the College is given to interviewing individual boys who fancy they have grievances, and while at the outset it is often quite evident that they are laboring under delusions, it seems worth while to take the time to analyze the trouble and point out the real facts in the case. It has come to be recognized that any boy who feels that he would like to have his matter investigated can secure a pass from his officer to the President of the College, or in the event that the

pass is not secured he can send a note to the President requesting an interview, which interview is never denied him. A mail box is provided at the door of the President's office into which there is dropped by the boys of the College almost every day in the week and frequently on successive hours of the day statements of complaint and justification, many of them trifling in character but meaning much to the boys. I have felt that my service was due more largely to the boys of the College than to any other set of interests, and I have gone to great length in considering such appeals.

PRIZES.

During 1911 a change was introduced in the character of prizes given and the method of awarding prizes to the pupils of the Girard College. Heretofore the prize award has been an annual event and the number of prizes given and the character of the award were such as to make prizes of less effect than it is desirable that they should be. Large numbers of the prizes given out at one time cheapened them to such a degree that the securing of a prize was no special distinction.

The annual award failed to recognize our school year as divided into two distinct terms, so that after due consideration the following changes were approved and have gone into effect. Prizes are now awarded for each term's work—for the first term, at the celebration of Lincoln's Birthday in February, and for the second term at the exercises attending the opening of school in September. Fewer and more desirable prizes will be given and thus the prizes will be more sought after, and will be given more clearly in recognition of merit. Conduct prizes as well as the scholarship prizes will be included. A new feature has been introduced into the prize award by recognizing the boy who makes the greatest improvement during the term, as well as the one who makes the highest mark. Such a plan rewards effort and progress as well as final accomplishment and it gives to every boy the opportunity of competing.

All branches of our work and all classes of our schools are included in the new prize arrangement. There are numerous

prizes for competition in the military department both for drill and for rifle shooting. There are also prizes for skill and achievement in the mechanical school and sloyd, and a range of prizes for school work in different classes both in the high school department and in the elementary schools, and a recognition of excellence of conduct and improvement in conduct both in the school and the house.

Alumni prizes are well represented in the new list and it is our hope that there may be an increasing number of prizes offered by the alumni, thus evidencing in a tangible way the interest of the alumni in the boys who are at present in the College. The gold watch heretofore given by the Girard College Alumni will be awarded in February and the gold watch heretofore given by Mr. Robert J. Johnson, of the Class of 1872, will be awarded in September. Three money prizes, given by Mr. John Humphreys, of the Class of 1881, of ten, five and two and one-half dollars, will be awarded annually in February for the first, second and third best essays descriptive of the trip to Washington. A Girard Alumni personal influence prize of a gold medal to the value of fifteen dollars has been established by a group of the alumni to be given to that pupil of the high school department whose personal influence has been most helpful in the College. This will be awarded by the vote of the faculty of the high school and the Supervising Prefect both in February and September. The Nichols prize of a gold watch fob, given by Mr. Arthur Nichols, of the Class of 1892, will be awarded in September to that pupil representing Girard College in any athletic contest in the preceding year who attained the highest rank in scholarship.

A bronze medal given by *l'Alliance Française*, to that pupil of the College who shows the greatest proficiency in the study of French during the preceding term, will be awarded in February and in September.

It is our hope that the character of the prizes given may be still further changed, and the interest in the prize award increased. The President of the College believes that different groups and circles of the alumni may establish some form of prizes to the boys who are just graduating or who have done particularly well in the College, and with the various

alumni organizations now in existence in such centers as Philadelphia, New York and Pittsburgh, it is our belief that there will be an increasing interest in the College, which may be very well evidenced in such gifts as are mentioned above.

Among the new means of showing interest in the boys now in the College or who are just leaving, is the establishment of a fund by the Director of the Band for the purchase of a musical instrument each year for that member of the band who evidences the greatest skill and interest in music and who may desire to continue in music after leaving the institution. This fund is already in operation and will be kept up by the contribution of one dollar per year from former members of the band, so that any College boy formerly in the band may make his contribution through the President or directly through the Director of the Band with the certainty that his gift will serve a useful purpose.

The annual distribution of prizes for 1910 was made on February 13th as follows: One hundred and twenty-two to pupils of the Fourth Form, one hundred and fifty-one to pupils of the Third Form, one hundred and ten to pupils of the Second Form, and ninety-eight to pupils of the First Form, making a total of four hundred and eighty-one.

AWARD OF SPECIAL PRIZES, FEBRUARY 13th, 1911.

Prizes for highest standing in scholarship in the Fourth Form: No. 1, Aubrey W. Michener, 9.61, a pair of gold cuff links, presented by Mr. Robert J. Johnson, president of the Alumni; No. 2, George F. Norton, 8.84, a gold watch, presented by the Alumni; No. 3, John H. Haire, 8.65, a watch fob, and No. 4, William McGlensey, 8.62, a gold watch, presented by Mr. Johnson.

For Excellence in French.

A bronze medal to Aubrey W. Michener, by the Philadelphia Branch, *l'Alliance Française*.

Military prizes were presented to the following: Captains of best drilled companies, Clarence H. Kensinger, sabre; Walter T. Starr, silver cup. For highest average in competitive individual drill: Samuel F. McConnell, a silver medal; Daniel H. Fisher, a bronze medal.

Prizes for the best essays on the trip to Washington, D. C., given by Mr. John Humphreys:—

1. Aubrey W. Michener.....	\$10.00
2. Ralph R. Auerswald.....	5.00
3. Samuel B. Menow.....	2.50

Special Prizes for Scholarship.

Michener, Aubrey W.....	9.16
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Special Prizes for Conduct.

Michener, Aubrey W.....	10.00
Owens, John F.....	10.00
Jacob, John.....	9.99
Blumrick, Howard J.....	9.98
Sorenson, Walter.....	9.97
Shaner, Aaron C.....	9.97
Overdorf, John H.....	9.97
Landenberger, John.....	9.96
Gardner, Earl H.....	9.96
Donecker, John C.....	9.94
McGinnis, Charles C.....	9.94
Wright, Edwin H.....	9.94
Shinn, Charles F.....	9.94
Foy, Joseph.....	9.94
Leayman, Glenroy.....	9.92
Stock, William F.....	9.92
O'Toole, George F.....	9.92
Kranich, John M. P.....	9.91
Craig, James A.....	9.90
Buecheler, William.....	9.90
Fuechsel, Charles G.....	9.90
Coffan, Howard.....	9.89
Finley, Walter W.....	9.88
Foss, Frank M.....	9.88

Moyer, Raymond J.....	9.88
Auerswald, Ralph R.....	9.87
Brown, James G.....	9.87
Murray, Robert B.....	9.87
Landherr, William J.....	9.85
Jones, Clarence D.....	9.85
Pollitt, Edward.....	9.85

HEALTH OF THE COLLEGE.

We have been highly favored during the year 1911, in being largely free from epidemics and having a limited amount of critical illness. Considering the number of boys who live at the College and the congested conditions under which they must live, freedom from epidemics and a good health record is all the more remarkable. We have been mercifully spared a death in the College since November 20th, 1910. While it is beyond hope that we can go on for any length of time without the loss of life, we are profoundly grateful for the privileges enjoyed up to date.

Dr. Frank L. Greenewalt was appointed Visiting Physician in January, 1911, and he has brought to his duties a knowledge of our work, professional skill, and personal devotion which has made his department one in which we may justly feel pride. Dr. Greenewalt was earlier for five years a resident physician in the Infirmary and more recently he had served as a substitute for Dr. Janney, so that he was able to take up the work with knowledge of the College and its needs. He is also deeply interested in boys and his personal influence is for great good.

The ideals which the Visiting Physician has set for himself are primarily those of keeping the boys well, and doing away with the necessity of care for the sick. To that end forms of corrective and preventive medicine have been freely used. Every department in the institution has been inspected as to cleanliness and sanitary condition and the whole organization put on the best possible basis for health.

The course on which we have been engaged during the past year is after all nothing new for Girard College and

in presenting this report, I would call attention to the following from the report of President W. Heyward Drayton of the Board of Directors in 1886: "With so many orphan boys under our charge, whose sole inheritance from their dead fathers has been feeble constitutions, naturally one of our chief cares is their health. To this end we adopt every intelligent precaution against the germs of disease. During the past year we invited Colonel Waring, the well-known sanitary expert, to inspect our system of drainage, culverts, and cess-pools. Under his advice, as soon as the weather permits, some changes which he recommended will be made." The policy thus entered on twenty-five years ago has been carried out consistently since that time.

Dr. Edward T. B. Weidner, who has served most acceptably as resident physician since September 1st, 1910, has resigned, his resignation to take effect December 31st. We are loath to have Dr. Weidner leave, but he feels that his professional interest requires that he take up another line of work.

An epidemic of typhoid in a neighboring institution alarmed us in the summer, and we had careful and repeated analyses made of the water of the Institution before and after it had gone through our filter. We also had analyses made of samples taken from the reservoir from which it was reported our supply was drawn. We found that at certain times we were getting water with sewage bacteria, and further that our own filter was not working perfectly, there being at first a larger number of bacteria colonies after our filtration than before. Our filters were carefully overhauled and cleaned and gave us much better service. Further, the new Queen Lane filter beds have now been completed and put into use so that the chance of our being supplied with raw water is quite remote. It is particularly gratifying to note from the physician's report that we have had but two cases of typhoid during the year, one in the College and one of a boy from the College who was stricken when home for the Christmas vacation in 1910.

The Ophthalmologist has completed his first examination of the boys and finds a large percentage of boys who

need to wear glasses. No doubt the light conditions in the College have had much to do with the high percentage of boys with deficient sight, and we believe that by the installation of more lights and a better type of lights there will be in the future a decrease in the number of boys wearing glasses.

An important forward step during the year was the engaging of a specialist for our staff to treat nose, throat and ear affections. A summarized report of cases treated in the Infirmary for a considerable space of time showed a surprising number of cases of this nature.

More recently we have made a careful examination of all the boys admitted into the College and have adopted the practice of operating on all cases of hypertrophied tonsils or adenoids, and the boys thus treated were found to be quite free from these nose, throat and ear troubles. It has seemed wise to begin a careful inspection of all boys under our care with a remedying of slight defects in these organs, so that more serious consequences may be prevented.

Dr. Joseph S. Gibb, who for several years has operated in our Infirmary, was appointed Attending Physician for the nose, throat and ear, and began service on December 1st. Dr. Gibb has had a large experience in work of this sort at the Episcopal and Polyclinic Hospitals and in private practice. There is every prospect that we shall realize good results from his service on our staff.

Another important change affecting the work of the Infirmary was the reorganization of the night nursing staff, by putting into service there two trained nurses. In case of serious illness, we are at night dependent on the nurses for the observation of symptoms and knowledge of the condition of the patients, and it was therefore of great necessity that nurses professionally trained be in attendance at that time. Shortly after the change in the nursing staff we were called upon to go through some critical cases of pneumonia and it was a great comfort to have at night nurses of experience and skill to handle such cases.

The part of the Visiting Physician's report dealing with the summer arrangement for our boys is particularly worthy

of attention, but inasmuch as it relates to the matter of a country establishment for the College, consideration of it will be deferred to a later section of the President's report in which that subject is treated.

DENTAL DEPARTMENT.

On July 1st, 1911, Dr. Wilbur F. Litch retired from service as Dentist at Girard College. Dr. Litch had been on the staff of the College for thirty-one years and was widely and favorably known as an operator, scholar and writer.

Because of the limited amount of time given to this service it was quite impossible for the Dentist to do full justice to the teeth of the boys of Girard College, and with the illness and necessary retirement of Dr. Litch the question of reorganization of the Dental Department was taken up by the Committee on Household and Infirmary. Not only were we confronted with the fact that the amount of time heretofore given was inadequate, but the working quarters for the Dentist similarly were insufficient.

On July 1st Dr. Samuel P. Cameron was appointed Dentist-in-Chief at Girard College. Dr. Cameron had earned for himself a recognized place in the dental profession, particularly for his treatment of deformities in the teeth. With Dr. Cameron were associated in September two assistants in the persons of Doctors A. Edgar Park and William Z. Hill, and later there was added to the staff an assistant to have charge of the records and to aid in the preparation of mechanical appliances. Thus there were made available the full time of four persons in the dental service at Girard College.

The round ward on the first floor of the Infirmary was cut off from the balance of the Infirmary building, and had an entrance constructed from the east side. This ward has been converted into a waiting room, three operating rooms, and a mechanical laboratory, and it has made a most complete and attractive dental clinic.

The dental work in Girard College has been reorganized with three assumptions as fundamentals: first, that mal-

formations in the teeth should be corrected; second, that decay of the teeth should be regarded as a disease, to be prevented so far as possible by proper diet and care of the teeth; and third, that well-preserved teeth and a healthy normal condition of the mouth reacts for good on the health of growing boys.

Along with the changes in the Dental Department have come important changes in the daily routine for the boys in the institution, furnishing more and better opportunities for keeping the teeth clean. More frequent visits to our new lavatories with the policy of supplying tooth powder, have given opportunities for the care of the teeth which were not possible under former conditions. While there have been many and considerable changes at Girard College during the year 1911, in no particular has the change been more extensive or is it likely to result in greater good to the boys of the College than in the reorganization of the Dental Department.

HOUSEHOLD.

Important and helpful changes have been made in the physical care of our boys during the year. Their clothing has been selected with every regard for comfort and personal appearance. We have had a much wider diversity in the styles of cloth used for the suits of the boys, and have given the older boys a choice of the material from which their suits are to be made.

All the boys in the College have been supplied with felt slippers for use in their dormitories. Carpet strips have been provided for the aisles between the beds in the dormitories, thus making these rooms more comfortable and less bare. There has been on the part of the Matron and the Steward of the College, working under the direction of the Committee on Household and Infirmary, a desire to conform to the rational requirement of the Founder, as follows: "The orphans, admitted into Girard College, shall be there fed with plain but wholesome food, clothed with plain but decent apparel (no distinctive dress ever to be worn) and lodged in a plain but safe manner: Due regard shall be paid

to their health, and to this end their persons and their clothes should be kept clean." We have, I believe, come nearer to carrying out the Founder's wishes in 1911 than we did in the preceding year.

PLAYGROUND AND SUMMER WORK.

One of the fundamental requirements of the Girard Will was that the wards of the College should have "suitable and rational exercise and recreation."

Out-of-door sports were stimulated and developed to an increased degree in 1911. Tournaments and competitions were organized for baseball, "rabbit" ball, tennis, soccer football, and basketball. A general athletic tournament was held in October, in connection with which medals and cups were awarded for numerous field and track events. Among the cups presented were four given by Harry Davis, Captain of the Athletic Base Ball Club, Class of 1890, to a victorious relay team. At the presentation of the cups Captain Davis and Ben Houser were in attendance, and the former spoke most helpfully to the boys of the College.

Numerous out-of-door basketball courts were provided on the different playgrounds, and opportunities are given daily for hundreds of boys to engage in rational, healthy exercise in the fresh air. New playground apparatus has been provided for the smaller boys on the Number 7 playground. The out-of-door pond has furnished much diversion, for swimming in the summer and skating in the winter.

The summer work was carried along much the same lines as in the summer of 1910. Necessary adaptations to our building changes presented obstacles which precluded the establishment of a summer camp or the carrying out of as many excursions and picnics as seemed desirable, but the necessary curtailment of these activities was more than compensated for in the gain which has come from the building changes.

Several of the staff of special substitutes who served in 1910 came to us again in 1911, and the list was filled up by the appointment of college students and playground helpers,

all of whom rendered excellent service. The results of the special summer substitute work are very satisfactory, both from the standpoint of the good which is rendered to the teachers who are absent and the efficiency of the work itself.

BUSINESS ADMINISTRATION.

As President of the College I have much satisfaction in the efficiency of our Steward's Office, which has the detailed management of the business affairs of Girard College. We have had many evidences during the past year of the high standards of this Department, and the results which it has been able to accomplish.

Under the direction of the Committees on Girard College, the Steward acts as Purchasing Agent for the entire institution. In the first place an appropriation is made to cover what past experience has shown will be the normal needs for the forthcoming year, and then as demands arise for purchases specifications are prepared and bids invited. To an increasing degree in 1911 we have been applying the principle of competitive bidding to the business affairs of the College with good results. Recently, when the bureau of Municipal Research wished to secure for purposes of comparison examples of economical buying, a representative came to Girard College and spent considerable time in investigating our methods.

The award of our contracts just at the close of 1911 brought prominently to the public notice that the College was able to sell its garbage and waste material for a considerable sum. To indicate the saving in this direction I would call attention to the fact mentioned in the report of the Steward that \$3463.31 was received in 1911 from the sale of waste material.

The Steward was incapacitated for some months in 1911, during which time the work of his office was carried on by his Chief Clerk, Mr. Ernest Cunningham. In recognition of the capacity which the Chief Clerk displayed, and for his years of faithful service, he was elected to be Assistant Steward.

LIBRARY.

The Librarian reports that during the year 5691 visits were paid to the Library by officers and teachers and 9190 by pupils; an increase from 1910 of 117 visits paid by the former class and of 3219 visits paid by the latter class. 10,501 books were issued, 8203 to officers and teachers and 2298 to pupils; a decrease from 1910 of 161 books issued to the former class, and an increase of 95 books issued to the latter class. Of these issued, 2835 were periodicals and 4413 books of fiction. The books issued are classified as follows:—

	1910.	1911.	Increase.	Decrease.
Arts, Fine.....	216	216	
Arts, Useful.....	132	134	2	
Biography.....	365	351	14	
Education.....	508	614	106	
Fiction.....	4,671	4,413	258
General Works.....	32	95	13	
History.....	344	322	22
Literature.....	485	596	111	
Periodicals.....	2,816	2,835	19	
Philology.....	16	8	8
Philosophy.....	83	104	21	
Religion.....	74	79	5	
Science.....	322	339	17	
Travel.....	453	395	58
Total.....	10,567	10,501	294	360
Net Decrease.....				66

It is interesting to note that the greatest decrease in the number of books issued, as per the classification of the Librarian, was in

Fiction.....	258
Travel.....	58

The largest increases were in

Literature.....	111
Education.....	106

As compared with former years, the Librarian's report shows a marked increase in visits to the Library by the boys. This is attributed to an extension of the library privilege to more boys, and a stimulation of interest in the Library by the teachers of the Fourth School, particularly by the teachers of English and history.

I regard as gratifying the decrease in the percentage of fiction read in 1911 as compared with that read in 1910. In the addition of new books we are giving increased attention to history, literature, and scientific works, many of which are as well written and attractive to young people as are the books of fiction, and I can but regard the present tendency with favor.

To stimulate the use of the Library we have during the past year had printed and distributed cards giving selected lists of books in such divisions of interest as general education, pedagogy, and methods, numerous branches of history, government, economics, essays and literature, and fiction. These cards, which furnish not only the author and title of the book, but library number as well, have been distributed throughout the institution, making it possible to carry the information concerning the Library to those who should make use of it.

Mention should be made in this connection of the section room libraries. Of these there are thirty-one. New books have been purchased for the section room libraries, which are in the living rooms of the boys, and they are much more largely read by the boys than the books from the Main Library. For the latter part of the year we kept a record of the number of books read in the section room libraries each month and found the number ranging from 1000 to 1500 volumes. There is every likelihood that the average for ten months of the year is about 1200 volumes per month. This means, considering the number of boys who are old enough to read a book through, there is the average of one book per month. The reading of books in the section room libraries is well, as it brings good books into the home relations of the boys, and teaches them to read books which are wholesome and best suited to their period of development.

Friday, February 3rd:

Illustrated Lecture—"STEPHEN GIRARD."

Mr. Frank O. Zesinger.

Tuesday, February 14th:

Illustrated Lecture—"THE PASSION PLAY OF 1910 AT OBERAM-
MERGAU."

Hon. Arthur K. Peck.

Friday, February 24th:

Concert.

Combined Musical Clubs of the University of Pennsylvania.

Monday, February 27th:

Lecture—"THE MAKING OF AN AMERICAN:" A Story in Pictures.

Mr. Jacob A. Riis.

Wednesday, March 8th:

Illustrated Lecture—"VENICE AND THE ADRIATIC."

Mr. Nox McCain.

Wednesday, March 22d:

Illustrated Lecture—"OUR WILD BIRD FRIENDS."

Dr. Witmer Stone.

Friday, April 7th:

Illustrated Lecture—"THE CANADIAN ROCKIES."

Prof. B. W. Mitchell.

Friday, April 21st:

Illustrated Lecture—"RAMBLES IN MEXICO."

Mr. Howard Williams.

Friday, April 28th:

Illustrated Lecture—"HUNTING BIG GAME IN THE ROCKIES."

Mr. Morris Williams.

Friday, October 13th:

Lecture—"A FAMILY OF SPINNERS."

Dr. S. C. Schmucker.

Tuesday, October 31st:

Motion Pictures—Mr. William J. Anderson.

Vocal Selections—Mr. Emmet J. Welch.

Friday, November 10th:

Concert—Harp, Violin and Bells.

The Signor Cafarelli Concert Party.

Friday, November 24th:

Irish Fairy and Folk-lore Stories.

Mr. Seumas MacManus.

Friday, December 15th:

"THE STORY OF TONY'S HARDSHIPS."

Mr. Jacob A. Riis.

Saturday, December 23d:

Mr. Milton P. Lyons and His Miniature Theatre.

Friday, December 29th:

Illustrated Lecture—"CHINA AND THE GREAT WALL."

Dr. William Edgar Geil.

Appointments.

DR. FRANK L. GREENEWALT, Visiting Physician.....	January 11th.
MR. PERCY E. DICKINSON, Prefect.....	January 15th.
MISS ALEXANDRINA ROSS, Governess	January 15th.
MISS ADA R. TAYLOR, Teacher.....	February 3rd.
MISS ELIZABETH A. WIDDICOMBE, Teacher.....	February 6th.
MISS ANNA J. FLETCHER, Governess.....	March 15th.
GEORGE C. FOUST, A.B., A.M., Instructor in English..	March 20th.
MR. WILLIAM E. BROWN, Prefect.....	April 10th.
MR. FRANK D. WITHERBEE, Superintendent of Ad- mission and Discharge.....	April 12th.
MR. ERNEST CUNNINGHAM, Assistant Steward.....	July 1st.
MR. HOWARD D. HUMPHREYS, Assistant to the Superin- tendent of Admission and Discharge.....	July 1st.
SAMUEL P. CAMERON, D.D.S., Chief of Dental De- partment.....	July 1st.
MR. ANDREW J. LONG, Prefect.....	August 1st.
MR. GEORGE W. BLUMRICK, Assistant to Professor of Chemistry and Physics, and Teacher of Algebra	September 1st.
MR. HAROLD BARNES, Supervising Principal of Ele- mentary Schools.....	September 1st.
MISS HARRIET E. MATTHEWS, Teacher.....	September 1st.
MRS. SARAH B. WEILER, Teacher	September 1st.
MISS JANE DETWILER, Teacher.....	September 1st.
MISS CHRISTINE MCMICHAEL, Teacher.....	September 1st.
MR. JACOB MARTIN, Instructor in Electrical Mechanics.	September 1st.
MR. GEORGE R. STROHM, Instructor in Carpentry.....	September 1st.
MISS D. LACEA KIRKPATRICK, Governess.....	September 5th.
A. EDGAR PARK, D.D.S., Dentist.....	September 11th.
WILLIAM Z. HILL, D.D.S., Dentist.....	September 18th.

ROBERT M. BROOKFIELD, Major and Inspector, N. G.

P., Professor of Military Science and Tactics.....October 16th.
 MR. C. STANLEY MACKEY, Instructor of Band.....October 16th.
 MR. HORACE R. ANDERS, Assistant Instructor of Band.....October 16th.
 MR. MERTON G. WESCOTT, Prefect.....November 6th.
 JOSEPH S. GIBB, M.D., Chief of Nose, Throat and
 Ear Department.....December 1st.
 MISS JEAN L. STRUTHERS, Governess.....December 11th.

Resignations.

MISS ALICE P. ERVIN, TeacherFebruary 1st.
 JAMES N. WALKER, A.M., Professor of English.....March 1st.
 MR. PERCY E. DICKINSON, Prefect.....April 10th.
 MR. GEORGE W. PRICE, Prefect.....May 1st.
 MRS. EDITH W. STONE, Governess.....July 1st.
 WILBUR F. LITCH, M.D., D.D.S., Dentist.....July 1st.
 CAPTAIN HOWARD C. PRICE, Professor of Military
 Science and Tactics.....July 1st.
 MR. GUY E. ALBERT, Teacher.....September 1st.
 MISS EMILY E. PAYNE, Teacher.....September 1st.
 MR. WILLIAM D. BASTERT, Instructor of the Band ...September 1st.
 MISS ELIZABETH BURNETT, Teacher.....September 1st.
 MISS EVA STITELER, Teacher.....September 1st.
 A. DAVIS JACKSON, B.S., Relieving Teacher.....September 1st.
 MR. CHARLES M. KNAPP, Instructor in Electrical Me-
 chanics.....September 1st.
 MR. ROBERT H. CLINGER, Instructor in Carpentry..September 1st.
 MR. GEORGE B. SICKEL, Laboratory Assistant and
 Teacher of Algebra.....September 1st.
 MR. ANDREW J. LONG, Prefect.....October 5th,
 MRS. MARGARET A. SPIESE, Governess.....December 1st.
 MISS MARY L. GOVERS, Governess.....December 31st.

Deaths.

MISS ELIZABETH THORNILEY, Governess.....June 25th.
 MR. WALTER F. VAN HORN, Pianist.....November 7th.

AGED AND INCAPACITATED EMPLOYEES.

The question of what to do with persons who because of illness or infirmities of age have been rendered unfit for a continuance in their positions, is an ever-present one in Girard College as it will be in any institution which has a large staff of employees. An administrative officer cannot help feeling

a double responsibility, on the one hand to the person who is in service, and who probably has given many years of faithful and devoted service to the organization with which he is connected, and on the other hand he feels an obligation to the work itself; he has a duty to discharge to those who are in the care of the institution.

In this connection I refer briefly to two suggestions made in 1910, namely, if a provision for a retirement allowance cannot be made by your honorable Board for all the employees of Girard College, that it should at least be put into effect for teachers, prefects, and governesses. The character of service which these officers render is particularly exhausting and wearing; it is also service which requires people to be at their best if serious damage is not to be done to the product to be turned out. My other suggestion was that if the burden of expense should appear too great for the Board of Directors to assume the full obligation for the establishing of a retiring provision as above indicated, that some form of co-operative enterprise be established, between these employees and your Board, providing for terms under which contributions should be made by those who are to be the beneficiaries and that they may have some participation in the management of the fund to be thus created.

One question which we make prominent in the receiving of applications for governess and prefect positions is, "If appointed, do you intend to continue in the position permanently?" Permanency and continuity of service are much to be desired, and our present policy is to take on only young people with the view of their giving the whole or the best of their working lives to Girard College. I believe that a higher grade of man and woman would come to us with the certainty of a retiring allowance at the completion of a term of service, and that during the term of service the person would work with more devotion to the interests of the institution and more self-improvement, if there were certainty of old age being provided for.

I appreciate the fact that your Board has retired certain individuals as a special and exceptional arrangement, but the uncertainty and irregularity of the action gives disquietude

and unrest to those who look forward to the possibility of future retirement.

Again, the granting of a retirement allowance as a special arrangement, on the ground that a person is needy and no longer able to provide for himself or herself, converts the retirement provision into a sort of charity, while it should be as a part for the general employment arrangement, and annuities paid as a form of deferred wages.

Two new important developments have been made in the year 1911, in the matter of service pensions. One is a new provision, passed in the State of New York, that all teachers in the public schools in that State who are not already included in some local provision for a teachers' retirement fund, shall be included in a general State fund, which was established on May 1st. All teachers who entered into a contract before August 1st, 1911, were given the privilege of accepting the terms of the retirement provision as a part of their contracts. All teachers making contracts in New York after August 1st were required by law to accept the retirement fund provisions as a part of their contract. The teachers under this general fund in New York State must make a contribution of one per cent. of their salaries for the maintenance of the fund, and after twenty-five years of service they may be retired on one-half of the salaries being received, but with the proviso that no annuity shall be for more than Six Hundred Dollars per year. In a case of disability for a shorter term than twenty-five years, a teacher may be retired and receive a part of what would be a full annuity as determined by years of service.

The State of Massachusetts during 1911 provided for a general retirement provision for State employees, which system goes into effect January 1st, 1912. The Massachusetts plan is the first of its kind to be established in America. It provides for substantially the same features as were mentioned for the teachers' retirement of the State of New York. In Massachusetts the retiring allowance is to be made up of an annuity provided by the employees' own contributions, and supplemented by State appropriation. An individual account is kept in Massachusetts with each employee making contri-

butions and in case of withdrawal from service, or death, the amount which has been contributed must be refunded.

The Massachusetts plan is to be administered by a Board consisting of the State Treasurer, a representative elected by the participating employees, and a third member chosen by these two, or appointed by the Governor.

Under the provisions of the Massachusetts act, employees are to contribute at a rate of not less than one per cent. or more than five per cent. of their salaries, as determined by the Board of Administration. The total amount received as an annuity shall not in any case be less than two hundred dollars annually. Retirement may occur at sixty years of age, and after fifteen years of continuous service at the option of the employee, or by the action of the Retirement Board. At seventy years of age retirement is compulsory, and employees who have served thirty-five years continuously may claim retirement allowance regardless of age.

The above are illustrations of two important provisions in two distinct directions, and several other new pension plans might be pointed out as having gone into effect in 1912. There is, I believe, much to recommend the sort of joint participation mentioned for New York and Massachusetts. Some of the advantages of it are, that it compels saving by the employees themselves: The claim has been made by auditors that a systematic saving of five per cent. of wages during the working period of life will provide a sufficient sum to carry people through their declining years, when they are no longer able to work. The retiring provision here indicated is in part a co-operative arrangement for setting aside savings for old age. And in addition such an arrangement would bring a representative of the employees into the administration of the fund and give them the feeling that in part it is their fund. There would be in consequence much more interest in the fund and a sentiment of independence and self-respect which can never be had if the pension be by special act and given entirely out of hand by the Board of Directors. I am not authorized to speak for the teachers, prefects and governesses at Girard College, but speaking from my former experience with those in similar service elsewhere, and on the

basis of experience in other parts of the country, I feel confident that if the Board of Directors would take the initiative or extend the invitation for a conference with the representatives of those interests, that they would be prompt to respond. Such a course as is here suggested would not only give better results, but would, I believe, cost less money than is likely to be paid out by the policy under which we are now operating.

If, due to former employment of a considerable number of persons who were of advanced age, it does not seem a fair arrangement to put such a retirement provision into operation at once affecting all the persons of the class or classes to which it would be extended, I would suggest that we proceed with the organization of some system of retirement and make it operative at a later time. It is a pleasure to mention that the whole question of pensions at Girard College is having the consideration of a Special Committee of your Board and I trust the Committee will evolve some arrangement which will prove just and satisfactory to all interests concerned.

GIRARD COLLEGE ALUMNI.

No institution should expect to have a history of importance that does not have the close and sympathetic interest of its alumni. From the nature of the life lived at Girard College and the service that the institution renders, the feelings of its alumni for the institution should be particularly close and sympathetic. Boys must come to the College before they are ten years of age. The most of them stay until they are sixteen, and many longer. Thus they are in the institution six to eight years in the most impressionable period of their lives. The College is not only a school to the boys who enter within its gates, it is also a home and a church. It is responsible for their physical well-being, for their morals, for their social life, and for their education, and it would be a sad fact indeed if there was not an abiding interest of the Girard College Alumni in the Institution.

The spirit of the Alumni in the last year and two-thirds, during which time I have been actively connected with the College, has been very gratifying. The class organizations

have been made much closer than before through an association of affiliated class secretaries. The old boys have rallied in large numbers for an active interest in the celebration of Founder's Day, and for the banquets on the nineteenth of May. The banquets for the last two years have been well attended, and the response of the Alumni most commendable. More than this, the Alumni have stood back of the general alumni association and of the Alumni magazine "Steel and Garnet." A commendable feature of the latter organ has been a series of contributed essays on the different phases of the life of Girard and the history of Girard College. "Steel and Garnet" has also been a means of conveying to the Alumni up-to-date information of the events and happenings at the College.

But the foregoing are by no means all the evidences of the Alumni interest. An alumnus of thirty years ago has offered a series of prizes for essays descriptive of the trip to Washington. We have had the continuance of the Alumni prizes for scholarship and several of the older alumni have offered a gold medal to the value of fifteen dollars to that boy who has had the most helpful personal influence on the life of the College as recommended by the vote of the Faculty of the High School Department and the Supervising Prefect.

Last autumn a recent graduate of the College, who was partially through his course at the University of Pennsylvania, needed financial aid, and I addressed letters to a group of prominent alumni requesting a contribution of ten dollars each towards a scholarship for this man. There was a prompt and very generous response to this request; with but a single exception every man replied, forwarding his check, and as I did not receive a refusal from the gentleman who did not respond I may presume that my letter did not reach him.

It is a pleasure to record that your honorable Board took action in May last removing in some cases the ban of exclusion which is raised against any former student who has been expelled from the Institution. This action restored to certain expelled students all rights as Alumni, they having by the correctness of their lives and devotion to work made for themselves worthy names and places in the world. Not

only the individuals thus affected but the classes of which they were parts and the Alumni in general felt a new bond of affection for the College, by this generous treatment of her former erring sons.

ADMISSION AND DISCHARGE.

Dr. John S. Boyd died on March 6th, 1911, after twenty-six years' service as Superintendent of Admission and Indentures. Originally the duties of this office were discharged by the Secretary of the Board of Directors, who was also the Librarian of the College, but with the growth of the business of the Board it became impossible for the Secretary to manage all the details of this special department, and in 1884 Dr. Boyd was elected as Superintendent of Admission and Indentures.

Thousands of Girard College graduates can testify to the facts known by Dr. Boyd's intimate associates. He was a man of peculiar sweetness of character and sympathetic spirit. His devotion to the wards of the College was unremitting, and to the end, his life was filled with service to the Institution and to those it had trained.

The vacancy caused by the death of Dr. Boyd was filled by the promotion of our Field Agent, Mr. Frank D. Witherbee, who had been in the service of the College for but a few months but who had demonstrated his qualifications for the new position. It seemed wise in the continuance of the work to allow Mr. Witherbee the major part of his time for field visits and to that end he was furnished with an assistant, who is made responsible for the office and the clerical duties of Superintendent of Admission, leaving the Superintendent free for personal investigation.

Mr. Howard D. Humphreys, a graduate of the Central High School and of the Philadelphia School of Pedagogy, and a teacher in the public schools of Philadelphia, came into service as Assistant to the Superintendent of Admission and Discharge on July 1st. Mr. Humphreys had specialized in the study of economics and social science, and came with a deep interest in the work which he is called upon to do. The plan of organization as thus effected is working most satisfactorily.

The change in the personnel of the Department of Admissions afforded an opportunity to change somewhat the character of the work and the office establishment.

Indentures as a means of placing boys out have ceased in connection with the work at Girard College, and the title of the officer in charge of bringing boys into the institution and sending them out was made Superintendent of Admission and Discharge, which more accurately describes his present duties. The office of the Superintendent has been for years in much closer relations with the office of the Secretary of the Board of Directors than with that of the President of the College. Indeed, the Secretary of the Board of Directors had until 1911 discharged some of the duties of the Superintendent of Admission, such as registering all applications and receiving the necessary information in connection with them, and assisting at the time of admission of boys into the College.

On July 1st, 1911, the office of Superintendent of Admission and Discharge was brought from the Stephen Girard Building to Building Number 5 at Girard College, and the work established in closer relations with the office of the President of the College. This arrangement has made it possible for the Superintendent of Admission and Discharge to serve the College more promptly, and, I believe, more effectively, than he could serve with his office down town. Cases arise frequently which make it very desirable that the office of the Superintendent of Admission and Discharge have access to the records in the President's office, and similarly, the President of the College needs to have at hand information of the work of the Superintendent of Admission. Investigations should be made from time to time of conditions bearing on boys who are in the College, and these can be carried out much more satisfactorily when the Superintendent of Admission is closely associated with the President.

A RURAL ESTABLISHMENT.

No part of the report of the President of Girard College for 1910 received from press notices, from the Alumni and a large number of interested persons in the community so favorable and hearty approval as that suggesting a country

branch to be carried on in connection with the present establishment of the College.

In the last annual report attention was directed to the desire of Stephen Girard to have his institution founded under country conditions, as evidenced in the codicil to his will, providing that the College which was to have been located in the square of ground between Eleventh and Twelfth Streets, Market and Chestnut Streets, should be brought to the Peel Hall Farm, the present site of Girard College. Similarly, the requirements of Girard were, that agriculture should be in the list of occupations to which boys were to be sent from the College.

The suggestion made in my report is not new, for Mr. William Welsh in his report to the Board of Directors in 1877 made the following statement: "Mr. Girard, in his will, plainly indicated his desire that the pupils should be fitted in the College for productive, industrial pursuits, and that habits of industry should become a moral principle. He indicated suitable occupations, and named agriculture first. The special Committee has under consideration the feasibility of leasing to some skilled agriculturist and teacher part of the farm lands belonging to the Girard Estate, in Schuylkill or Columbia County, with a view to securing for such of the graduates as are fitted for it, a scientific and practical education in all of the departments of agriculture, and thus increase the interest of the lads in this productive occupation."

There is at the present time a very marked interest in the country life movement, and the call "back to Nature" and to contact with rural conditions is general. This tendency is regarded by many right-thinking people as one of the most wholesome of our time. Institutions have become a part of the country movement. Within the last two decades there has been a pretty general transfer of institutions for the care of children from urban to rural conditions. Some of the examples of this movement are the New York Orphanage, the New York Juvenile Asylum, the New York Institute for the Care of Feeble Minded and Epileptics and various branches of the church institutions in New York. In Philadelphia the removal to the country of the House of Refuge for boys

and the House of Refuge for Girls, the Foulke and Long Institute, and several other institutions all are illustrations of what has become a general tendency, evidencing a change of policy in institutional work.

Probably for us the most significant piece of work done in America is that by the Agricultural School at Lincoln-dale, New York. This is a branch of the Catholic Protectory of New York City. The Protectory is responsible for a number of boys in excess of the number of boys in Girard College, and the Superintendent of placing out work found that there were good opportunities for boys to go to the country if they were prepared. With a conviction as to the possibilities of rendering service to a given class of boys he secured from the authorities of the Protectory an opportunity to establish an agricultural school as a branch of the Protectory. Some two hundred boys are at present in residence at the Lincoln School, and the experiment has worked with marked success. Several of the advantages suggested in my report for 1910, as possibilities for us at Girard College, have already been realized by the Lincoln School in its relations to the Catholic Protectory. Milk, butter, fruit and other supplies from the agricultural branch are sent to the institution in the city. The boys who seem to have an interest in agricultural work and who have their future pointing to agriculture as an occupation, are reared and educated at the Lincoln School. A visit during the year to that institution showed a healthy, hearty lot of boys who were interested in the care of animals, in the cultivation of assigned pieces of ground for their crops, and in the various employments and activities on a farm of some six hundred acres. The difficulties confronting the management of the Catholic Protectory were very much greater than are the difficulties with which Girard College would be confronted. Their boys were city bred and assigned to the institution because of their bad conduct. The transformation wrought at Lindolndale in many of the street urchins from the congested districts of New York City is most marked. If such an agricultural branch can be made to work successfully in a reformatory for city boys, the task of making it

a success with boys of a better type, many of whom are drawn from the country, would seem to be practically assured.

To me the most crying need for the Girard College boy of the present is an opportunity to find regular employment where he has fixed duties and responsibilities and where he will receive personal recognition and reward for his labor. There is a necessity that our boys should have developed in them a property instinct and a sense of ownership, or possession of property, which is most sadly wanting at the present time. Girard no doubt drew upon Rousseau's *Emile* for the educational plan of the institution he was to found. One of the basal steps in the educational process of the great French philosopher is that the child should be led by an inductive method to understand on what principles property and ownership of property should be based. Said Rousseau, "Rich or poor, whosoever does not work is a cheat." In work and in the possession of the results of labor are to be found great and also unrealized opportunities in the education of our boys.

The number of boys in our present institution with the congestion of our life into limited space and the conditions under which we are living, preclude the application in any large way of the principle of work as a means of securing property. Smaller groups of boys established in cottages, serving as homes with a complete domestic establishment, the care of chickens, the responsibility for domestic animals and the tillage of gardens and the like, would make possible for our boys a life quite out of the question if they are confined to the site at present occupied.

We are encouraged for Girard College in a study of the plans as set forth by the first President-elect, Alexander Dallas Bache. President Bache, in his report on *Education in Europe*, which was to serve as a guide in the foundation of the Institution, commented on the advantages resulting from the early age at which boys were to be admitted into the College. He set as an ideal that the boys were to be "trained as well as educated." With boys coming to us in advance of ten years of age, they can be formed and shaped in their characters, their minds, and their future employments. The

destinies of these boys are largely in our own hands. Under present conditions we are not making our contribution to the great need of the time for intelligence on and interest in the country. Nor can I think we are fully meeting the requirements set by the Girard will. We are not only failing to render the largest possible service to the city boy, but we are doing even greater damage to the boys from the rural districts in Pennsylvania, by rearing them under city conditions and giving them a city education. We observe again and again that boys from the country, and who by rights should go back to the country, have by the training in Girard College been converted into recruits for the already overcrowded commercial and industrial occupations in Philadelphia and the other large cities of the Commonwealth.

Not the least important of the gains that would come to us from a rural establishment is the opportunity it would afford for a suitable vacation arrangement for our boys. Some of the homes from which our boys come that have been visited by our Field Agent and Superintendent of Admission are found to be of a low moral tone, with an indifferent standard of life. Some of these are not fit places for the boys to go even for brief vacation visits. The physical effect of the vacation is very damaging to the health of some boys as evidenced in the report of the Visiting Physician for the current year. With our own provision for a suitable vacation plant we could send the larger part of the College to the country. Special forms of nature study could be devised which, with caring for garden plots and other wholesome and healthful activities, would make the summer an important element in the education of our boys, an uplift to their moral life and a means of wholesome and healthy recuperation to their bodies. From every consideration I can see nothing but gain from such a rural establishment. The income from the Girard Estate is steadily increasing. There is at present a large waiting list of boys who need the services of the College, but who cannot and who never could properly be accommodated in our present inclosure. As a matter of policy I trust your honorable Board will deem it unwise ever to increase the population in the present establishment of Girard

College. But with a large tract of land favorably located within easy reach of Philadelphia it would be possible to extend the benefits of Girard College almost as largely as we might wish.

The only way in which boys can be given genuine interest in farming and farm life is to live in the country and engage in the occupations of a farm. Information about a farm or a view of the occupation from long range will fail utterly in realizing the very desirable end of training boys for the country.

Taking all these facts into consideration, I am moved to recommend in strong terms that you take title to a large tract of land, so that we may plan for the future development on this of an agricultural branch of the College. There would seem to be no legal obstacle in such a course. If in the more remote future, by legal enactment, or judicial interpretation of the Girard will, it be directed that Girard College should transfer all of its educational activities to the country, such a plot of ground as is here suggested would afford the opportunity.

THE RIGHT TO WORK.

The moral instruction and admonition at Girard College are excellent, but it is regrettable that there is afforded in the Institution so little opportunity to practice the virtues of industry and honorable employment which are so ably set forth by precept in the teachings of school and house organizations and chapel services. I have often felt how far we have fallen short of what we might have accomplished when after having had strong appeals to useful and active life we have sent our boys back into the life of the College to an existence of vacuity and lack of effort. The following sage counsel was given by the German educator, Dr. Kirschensteiner, who visited Girard College late in 1910: "Wherever we look we see that no person, least of all the young, become more diligent, careful, thorough, attentive, or self-denying as a result of the most careful exhortations and sermons on such subjects as the meaning of diligence and indolence, of care or neglect, or devotion and selfishness, unless we take pains to overcome

the innate selfish laziness, the germ of all evil, by steadily holding him to his work and carefully supervising it; or to lay the foundation for the elementary civic virtues by steady, simultaneous exercise of his will. While work and habit are the best means of overcoming our selfishness and indolence, and thus leaving the way free for other efforts, especially the altruistic, they do more than this; they produce the desire to be good and moral. This desire is the fundamental condition for all higher education. No spiritual teaching can be assimilated without it. Character is not to be gained by the reading of books or the hearing of sermons, but by continuous and steadily applied work."

The wise President Emeritus of Harvard University has in his recent essay on *The Durable Satisfaction of Life* spoken in much the same terms. And both of these modern teachers only expressed in a new way the ideal of the great English essayist of the preceding generation, Thomas Carlyle, who declared: "The latest gospel in this world is, know thy work and do it. All true work is sacred; in all true work, were it but true hand-work, there is something divine." Carlyle in turn only re-expressed the old truth of the wisdom teacher of the Jewish race, who declared: "I perceive there is nothing better than that a man should rejoice in his work, for that is his portion." We then should recognize the great truth that training of the intellect is not the sole or indeed the chief aim of education. More important than this is the training in character, and the character should be here and now expressed in worthy living. The most useful form of education is that which serves the end of later useful employment by providing useful employment in the present. And our largest future development at Girard College must come, I believe, from incorporating into the work of the institution more of the conditions of home life and outside activity to which the boys will go after they leave the institution. In other words, our task in training boys to live a certain form of life is to furnish them here as nearly as possible the conditions of this life. If a boy lives for years a self-centered, purposeless life, being served and waited on by paid employees, it will be difficult for him to go out and

at once seek very earnestly for opportunities to serve others. Our aim should be to train boys for the enjoyment of the largest possible satisfactions in life. And there ought to be no divided opinion on the statement that the greatest satisfactions can come from unselfish service to family, friends, associates, and to country. But to give this ideal in education at Girard College we shall need to modify in some considerable degree the conditions under which the boys are cared for and trained.

George Kerschensteiner, in a very remarkable book on *Education for Citizenship*, lays down the rule that education will be useful only to the extent which the educational arrangement makes it possible for the pupil to be in some way related to his environment and to apply the sympathetic interests which have been aroused in him, for, says he, "Action is the only foundation of virtue." I believe that we can go further and say that it is a positive evil to stimulate noble impulses in the youth and give no chance for the exercise of them. How futile to make the appeal for industry and thrift, and to furnish only opportunities for idleness and the encouragement for careless expenditure! The appeal to benevolence and generous service is of little or no effect if the conditions of life tend to the practice of selfishness. The greatest danger of such a contradiction between teaching and practice is that young men may get the notion that precept may be one thing and practice something vastly different.

Girard boys must go from the Institution to work-a-day lives, and our task is to fit them to find their places and to do their work creditably. Many of the boys whom the College sends out do not find their places readily, and often they succeed if at all only after repeated failures and much anguish and disappointment to themselves and their friends. It has come to be a recognized principle of education that the institution for training should furnish, so far as possible, the conditions in education which will be met as one goes out into the world. Boys will be best trained for work not by being told about work, not by viewing work at a distance, but by actually doing work, and the more real this work is the better.

Under present conditions of organization a régime of work among our boys is hardly possible. We can do a little in this direction, but we have not the possibilities of furnishing a good motive for work or supervision over it. Our present space with half the number of boys would more than double the opportunities for their employment. The gains from a country branch would be great not only to the boys who would go there, but to the fewer numbers who would be left behind in our present establishment. For boys who are to work for their living an opportunity and a requirement for employment as a part of their bringing up seems their inherent right, and I trust we shall never content ourselves until we have provided the conditions which will make labor a part of the life of every boy who grows up under the care of Girard College.

IDEALS FOR GIRARD COLLEGE.

Numerous criticisms have reached us not only against Girard College as an institution but against institutions in general as a means of serving the communities in which they are placed. It should be recognized that institutions at their best are only an attempt to repair failures and catastrophes of our social system. If we lived in an ideal society in which every individual discharged his full obligation, and every social agency performed its functions, institutions would not be required to rear and educate dependent children. But until that state of society comes it would seem that Girard College and similar institutions have a necessary work to do. As in the days of Stephen Girard we can still say it is important to "educate the poor" and to place them "by the early cultivation of their minds, and the development of their moral principles, above the many temptations to which, through poverty and ignorance, they are exposed."

In considering plans for this College we have from President-elect Bache in his Report on *Education in Europe*, an observation which anyone who has even glanced at the Girard will must be impressed with, namely, that Stephen Girard wished to create no ordinary orphan asylum. Instead, observed Mr. Bache, it was clearly the purpose of Mr. Girard

through his institution to put himself in the place of a father to orphan boys, so that their talents might have all opportunity for development and that they should have through his institution the same privileges which were given to those in more favored circumstances. President Bache, visioning in a large way the possibilities of the College to be founded, remarked on the advantages that would come from the ages at which the pupils are received and the time they are kept in the institution, embracing as they do, practically the whole period from elementary to higher education. To the Board of Trustees, the first President-elect of the College stated: "Our Founder has furnished the means of establishing a series of model schools for moral, intellectual, and physical education, embracing the period of life from early youth almost to manhood, the importance of which to our city, and even to the country at large, can hardly be estimated." I question whether we have yet realized how wisely Alexander Dallas Bache spoke in thus expressing his faith in the future of Girard College. Certainly we have in his statement an ideal and a stimulus for continued efforts in the betterment of the College as an institution.

Institutions are usually regarded as opposed to the home and family life. Girard College from the fact that it takes boys who average above eight years of age, and from the further fact that close relation is kept up with the mothers or families of the boys, hardly falls under this indictment. The College reports each month to the mother or nearest known relative or friend on the school standing and school and house conduct of each boy. Visiting days, known as "Mothers' Days," are observed, at which time the executive officers of the College, and the teachers, prefects and governesses are all present to meet the boys' mothers and friends. Frequent interchange of letters takes place not only between the boy and his family, but also between the College staff and those who placed the boy in the College. As President of the College, I am frequently appealing to mothers, grandparents and others to use their influence in order to stimulate boys and get them to do their best.

Boys who have suitable places to which to go for the long vacation are excused for periods ranging from one week to

nine weeks. Other boys are excused for single days for short trips with their friends. Similarly, boys are excused to go home for five days at the Easter recess and six days at Christmas. In 1911 over twelve hundred boys were away from the College for the Christmas vacation.

Taking all the facts above stated into consideration Girard College is found to be much after the type of the English boarding school. Except in the cases where the home has been found to be an unfit place for the boy to go, there is no attempt to set the institution against the home. In some cases the College has for the good of the boy refused to release him to the influence which the home represented. The larger number of our boys not only keep up their interest in their homes while they are here, but they usually go back to be contributors to the support of homes after they leave the College. Scores of letters come back from mothers in appreciation for the service of Girard College in rearing and educating their boys, letters which express pride and supreme satisfaction in the help which the boys are. Through the field work of our Department of Admission and Discharge, the College is coming into helpful relations with the homes from which our boys come, and thus the College is able to influence the homes directly as well as to exercise an indirect influence through the boys it trains. Certainly it would be far from the facts to maintain that Girard College is an anti-home influence. Our boys do not lose interest in their mothers; rather, as stated above, many of them go directly from the College to be contributors to home-building and home-maintenance.

We would be short-sighted to minimize the limitations of an institution. In some particulars it falls short of the home and needs to command the services of the home or the home influence to supplement its own work. I am strongly of the opinion that in the physical care of children, in keeping them well and bringing them up with sturdy bodies, Girard College can do better, not only than the homes from which our boys are drawn, but better than almost any home would be likely to do. I believe also that we can furnish in the College as good or better teaching than these boys would be given outside. In other words we can supply the

best that money can buy in food, clothing, housing, care, medical attention, education, &c., and all this can be brought to the service of our boys without any of the damaging effects usually attending the enjoyment of these privileges in an environment where there is plenty of money. But our largest success will come from recognizing that all this is not enough, that boys need personal stimulation and friendly interest of someone who cares for them and for whom they care. Try as it may, Girard College cannot supply enough of this interest for fifteen hundred boys, and we should recognize our need for help from the home influences which are back of our boys. In so doing we shall bring other forces to work with us and also extend the services of the College to other fields of usefulness. I feel that Girard College will occupy an enlarged sphere for social service if we can still closer cement the relations with the families from which our boys are drawn.

SUMMARY.

In glancing backward through the preceding pages it will be found that the following recommendations are presented for your consideration:—

1. The erection of new houses for the President and the Vice-President of the College, so that the present Building Number 1 may be vacated and remodeled to serve as four cottages for four groups of the older boys. This will enable us to give an entirely different, and I think also, a more desirable form of treatment to the boys just before they leave us, than is possible under present arrangements.

2. In the next instance I have set forth our need for a high school building. Such a building would not only be a great gain to our schools, but it also could be made of advantage in supplying executive offices and in bettering the conditions of the home life and the social interests of our boys.

3. I have urged in the third place the desirability of a country establishment to teach boys agriculture and to afford better vacation arrangements than are possible under present conditions. Not the least of the gains resulting from such a department as is urged is the reduction of the population in our present enclosure and the furnishing

of opportunities for regular employment, not only at the rural establishment, but in the College as at present constituted, as well.

4. Finally, I have suggested for your consideration the desirability of a retiring arrangement, at least for teachers, prefects and governesses. This suggestion is prompted quite as much out of interest in the boys as from a regard for the employees. If we do not have such a provision we are almost certain to have retained in service those who have passed the time of serving efficiently.

CONCLUSION.

The year now closing has seen at Girard College much of building alterations and internal readjustment. We have undertaken to remodel our buildings and occupy them at the same time, which has necessitated no slight inconvenience and annoyance. But it is with genuine pleasure that I record my appreciation for the spirit shown by my associates who have uncomplainingly submitted to the gravest personal inconvenience and who have maintained under trying circumstances a high standard of efficiency in their service to the boys of the College.

Not the least of my expressions of obligation are to be made to the members of your Board, who have by frequent visits kept themselves informed of the work of the College and who have guided its policies with wisdom and discernment. I consider myself fortunate in having an association with so disinterested and large-minded a group of persons as are those actively identified with the administration of Girard College. And, secondly, I am grateful for the privilege which is mine of contributing my small part in rearing to noble manhood and stimulating to worthy living the boys committed to the care of this institution. My deepest desire is, that all the influences here in effect may co-operate towards bringing larger opportunities and more worthy impulses into the lives of the members of this great family.

Respectfully submitted,

CHEESMAN A. HERRICK,

President.

UNIVERSITY OF ILLINOIS

PRESIDENT'S OFFICE



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